



ORU – Evidence Gathering Teams (EGT) Course Session Plan

Program Name: <i>Public Order Evidence Gathering Team (EGT) Course</i>	
Centre of Learning/Unit (Session Owner): <i>Operations Support Division</i>	Centre of Learning/Unit (Session Deliverer): <i>Operations Response Unit</i>
Session Name: <i>Working with a Police Support Unit (PSU)</i>	
Session Duration: <i>40 mins</i>	Session ID: <i>Session Thirteen</i>
Delivery Location: ☐ Academy ☒ Other (specify):	
Author Name: 33(1)	V or VP Number: 33(1)
Aim: To provide learners with the knowledge and understanding required to effectively interoperate and move with or around a PSU.	
Learning Outcomes: On successful completion of this session, learners should be able to: 1. Move with a PSU when required 2. Outline PSU formations	
Resources/Equipment: - Classroom - Computer with mainframe access and MS PowerPoint - Overhead Projector and screen - Seating for all learners - Table or chairs with writing pad - Two trainers - Learners in dress of the day - Writing Pad - Camera with Monopod - Whiteboard with magnets - "Public Order Response Team" PowerPoint	
Pre-session Preparation: OHS Inspection of the training facility completed ☒ Yes ☐ No Comments: - Risk Assessment in place for the venue and checked	

File location:

Version date: 11-May-2018
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Review date: 06-Mar-2019
Approved: Superintendent OSD



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- *Health and Safety Check of the working area – Suitable for session*
- *All trainers are first aid qualified*
- *Location of First Aid kits have been identified*

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Session Name: Working with a PSU (Police Support Unit)			
Delivery Method	Content	Delivery Resources	Time
Face to Face	During Knowledge Checks and De-briefs consideration should be given to utilising open style of questioning (Who, Why, What, Where, When, How) and Experiential Learning Cycle (ELC) to facilitate learning. Learners should be encouraged to ask questions at relevant times throughout the session. Trainers to meet and greet learners in the classroom. Trainers to make visual check to ensure all officers have appropriate resources (Writing Pad / Pen). Introduction Trainers will introduce themselves and the session Maslow - Trainer will go through relevant points from risk assessment, emergency evacuation procedures, location of first aid kits, welfare etc. Gestalt - Route map of session outlining Aim and Objectives. Knowledge Check - to cover overall subject to ascertain learner's levels of Knowledge / Experience. Open style of questioning (Who, Why, What, Where, When, How).		5 mins
	Trainer is conduct a knowledge check at the start of every slide and generate discussion by using open style questioning (5wh) to prompt involvement from		30 mins

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	learners. This lesson will be classroom based and will be presented by a member with Public Order experience from the Operations Response Unit Training Wing. During this lesson learners will learn how to work with a PSU, the importance of communicating with all members of the PSU and positioning around the PSU. This lesson will predominantly be a classroom based lesson before EG's commence working with a PSU during the 'Major Assessment Scenario'. Learners who have undertaken the Crowd Management Team (CMT) or Public Order Response Team (PORT) will have an established understanding of how a PSU operates and the various calls (EG Difference between "Forward" and "Go") used by commanders. This is essential when working with PSU's due to the dynamic nature dependant on the situation. Learners should be comfortable with approaching all members of the PSU to communicate when needed. When working behind PSU lines it's important to establish a position both EG members are comfortable with whilst remembering occupational health and safety principles. When behind the lines of the PSU emphasise the importance of the 'Zoom' function as opposed from EG's getting ahead of the lines. Learners are to be shown (using whiteboard) various spots they could position themselves when dealing with PSU's in line formation, extended line and moving within a PSU.		
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	Moving with PSU's should be considered and ideally EG's should tack onto the end of the PSU line to minimise disruption to all involved. This also allows for dynamic movement of the EG's if required. <u>SLIDE 2</u> Aim of the lesson • Move with a PSU when required • Outline PSU formations <u>SLIDE 3</u> Section File Section File is an administrative tactic used to consolidate a PSU and to allow the PSU leader to easily move them from one location to another. PSU will form up behind the PSU Leader in three (3) files facing the same direction as the PSU Leader. Section Leaders will stand in line at the rear of their section. Because Section File is an administrative tactic, helmet visors can be raised.		
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SLIDE 4

31(1)(e)

SLIDE 5

31(1)(e)

SLIDE 6

31(1)(e)

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	31(1)(e)		
	<u>SLIDE 7</u> 31(1)(e)		
	<u>SLIDE 8</u> Image depicting a PSU taking a junction. Trainers should discuss the advantages, disadvantages and safety considerations of positioning within a junction.		

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SLIDE 9

31(1)(e)

SLIDE 10

31(1)(e)

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SLIDE 11

Public Order Warnings

Prior to the planned use of force against crowds, a public order warning should be given, to allow for the crowd to disperse. The warning can be delivered vocally or via a pre-recorded loud-hailer. The warning will be given twice, allowing adequate time for the crowd to leave before the final warning is given.

The public order warning must be recorded by an EGT to ensure the correct warning has been delivered and to capture the crowd reaction.

SLIDE 12

Police Mounted Branch

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	<u>SLIDE 13</u> Image depicting Police mounted branch moving through the PSU gate. Trainers should discuss the advantages, disadvantages and safety considerations of positioning within this. <u>SLIDE 14-16</u> Tactical Support Unit (TSU) Information and education regarding the TSU capacity. Slides contain ammunition used by the TSU members and safety considerations.		

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	Conclusion The trainer is to conduct a knowledge check with the learners to satisfy themselves all the learning outcomes have been met. Suggested questions could be; - What is a PSU? - Do you have to move with a PSU? - What is the difference between “Forward” and “Go” commands? THANK THE LEARNERS FOR THEIR ATTENTION AND EFFORTS. GIVE THEM INFORMATION ON THE NEXT SESSION IN THE SEQUENCE.		5 mins

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